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public school program.

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PUBLICATION No. 236

The North Carolina Twelve Year Public School Program

A BRIEF SUMMARY OF GRADE PLACEMENT SUGGESTIONS

(BASED ON PUBLICATION NO. 235)

1942



ISSUED BY THE
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH, NORTH CAROLINA

FOREWORD

This bulletin is a very brief digest of the experimental edition of Publication No. 235, A SUGGESTED TWELVE YEAR PROGRAM FOR THE NORTH CAROLINA PUBLIC SCHOOLS, 1942, which has been mimeographed in limited quantity. It gives a general picture of the proposed twelve year program, year by year, for the North Carolina public schools. To get a clearer conception of the total program, teachers should consult Publication No. 235, which is to be printed this summer, and refer to recent publications of the Department of Public Instruction. The following bulletins should prove especially helpful:

Publication Number	Title
189	<i>A Study in Curriculum Problems for the North Carolina Public Schools, 1935.</i>
206	<i>Handbook for Elementary and Secondary Schools, 1938.</i>
217	<i>North Carolina: Suggestions for Applying the Social Studies, 1939.</i>
219	<i>Physical and Health Education for the Elementary and Secondary Schools, 1940.</i>
227	<i>Science for the Elementary Schools, 1941.</i>
229	<i>Teaching Democracy in the North Carolina Public Schools, 1941.</i>

Suggestions for the improvement of the proposed program will be greatly appreciated by the Central Curriculum Committee. Group opinions will be especially welcomed.

Perhaps the following questions will stimulate your thinking:

How would your group secure a more meaningful curriculum?

Has sufficient emphasis been placed upon local initiative, use of community resources, and teacher and pupil participation?

Are there areas in which grade placement of subjects, skills, and concepts should be reconsidered?

All suggestions should be sent to Dr. J. Henry Highsmith, Chairman of the Central Committee, Raleigh, N. C.



State Superintendent of Public Instruction.

March 20, 1942.

THE NORTH CAROLINA TWELVE YEAR PUBLIC SCHOOL PROGRAM

GENERAL STATEMENTS REGARDING SUBJECT AREAS

Social Studies. The social studies area for each year of the elementary school should be taken as the core or basis for the work of that year.

The program should begin at home. A study of the immediate environment and of the State in general is relatively more important than an intimate knowledge of places far away both with reference to time and to geographical location. Hence, it seems desirable to emphasize the contemporary and the immediate, giving them more meaning by reference to the past and the far away.

A school approach to the social studies from the first to the last school year is desirable. Problems should be set through cooperative planning and social studies materials should be assembled to help solve them. Teachers should feel free to arrive at solutions either through logical arrangement or through a child-community interest organization, or through both. Materials from all fields of the social studies (history, geography, economics, sociology) should be integrated to furnish complete understandings.

Language Arts. Every class, regardless of subject area, offers opportunity for training in the language arts and gives practice in the use of language to the extent that it makes provision both for the organization of ideas and for their effective expression. The activities of oral language and those of written language are probably of about equal importance—the former for readiness and effectiveness of expression and the latter for exactness of expression. Thus, it would seem that emphasis in the earlier years should be on oral language with increasing emphasis on written expression as the child progresses. Throughout the twelve-year program there should be provisions for the oral expression of ideas with effective plans for growth in this skill at each level.

Language is a matter of thought as well as of expression. If the teacher knows the needs and interests of her pupils; if together they set a problem, collect the necessary data, plan a solution; and if the planned solution is tried and tested—the thinking process has been achieved. These steps in thinking can be applied to every unit of work, from the first through the twelfth year; and by means of these units, the teacher can teach her children to read, to write, to speak, to think. Keeping in her own mind the skills she wishes to develop, she can, by utilizing every available resource in the community and in the school, so plan her work that each unit will further the growth of each pupil—the goal of all her work.

Science. Science should be a continuous and a regular part of the curriculum for grades 1-8 inclusive, and offered to students in each year of grades 9-12. In grades 1-8 reference is given to the recommendations of the *Approaches to the Curricular Content*, Publication No. 227, page 20 of SCIENCE FOR THE ELEMENTARY SCHOOL. Thus the program

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would consist of science as a part of large units integrating many subjects, of science that arises incidentally, of science units that are organized on a given topic, and of science activities arising in the activity program. In the secondary school, or grades 9, 10, 11 and 12, the program would include the subjects of General Science, Biology, Physics, and Chemistry. Two units of science should be necessary for graduation from the secondary school with one unit in Biology required.

Health Education. Today the school represents a center of child guidance in living and is concerned with the whole child; therefore, it must be concerned with all the factors in his environment which may exert influence upon his growth and development. If unity of living is to be preserved for children, education must aim to modify daily living for children, not only during the hours spent in school, but also during those hours spent in the home and community.

No factor within the school can be more influential than the health program which knits together, for each child, all the specialized functions such as supervision, service, protection, and instruction. In considering any one function, the interdependence of all is taken for granted.

Publication No. 219, PHYSICAL AND HEALTH EDUCATION FOR ELEMENTARY AND SECONDARY SCHOOLS, gives suggestions relative to: Healthful School Living (p. 20), Health Services—Pre-school examination, periodic examinations, follow-up work, morning inspection (pp. 22-37), and Safety Education (p. 38). Publication No. 189 gives a wealth of suggestions relative to Health Instruction.

Physical Education. A graded program of physical education activities for grades 1-7 is included in Part III of Publication No. 219. Parts I and II of this same publication contain suggestions for "Planning the Program" (pp. 55-57). In situations where all the content designated for a particular grade cannot be taught, selections should be made from each classification in order to carry on a well balanced program.

The minimum time allotment of 30 minutes daily (150 minutes per week) for physical education activities should be exclusive of recess time and should be in addition to the time allotted to health and safety instruction in the classroom.

Art. As a part of the curriculum art gives children another medium through which they express their feelings and observations. It is a subject that gives children freedom to experiment with their ideas in graphic, plastic, and construction materials.

The teacher can best provide opportunities for learning in this area by: (1) evaluating teaching procedures, to see that the teacher is not so specific in directions as to curb children in their own desires; nor so indefinite in instructions as to cause the children to feel that their teacher is not interested; (2) planning experiences which will give children fruitful sources for good ideas; (3) helping children develop their concepts and plan their productions, being careful not to destroy initiative and individuality; (4) assisting children in the correct use of tools and materials; (5) demonstrating new techniques and encouraging children to invent their own; (6) leading children to improve their creations through evaluation and discussion; (7) encouraging children to recognize and appreciate the contributions made by others to the field of art; (8)

visiting shops and assisting children in selecting correct articles; and (9) by applying the principles of art to the classroom, school, and home.

There are at least two very definite "don'ts" in the teaching of art—don't be discouraged at imperfections in the child's work; don't let the child become discouraged. The only time for alarm is when the child fails to become interested in art (some form of it) as a means of expression and to show normal growth and progress in the application of generally accepted principles.

Music. When properly used, music can vitalize and enrich the entire curriculum. Through study of the possibilities of the activities of her class, each teacher will likely find a place for music in every large unit organization of work. The types of music activities used will depend upon the nature of the unit of work.

In planning the music work to be done by a certain grade, the teacher should make sure that the abilities of the previous grade have been mastered before undertaking the mastery of the abilities named for the current grade.

Mathematics. The arithmetic skills and content listed for the first six years are considered the *minimum* for children who make normal progress in the learning of arithmetic. Additional work may be undertaken when and if needs for more advanced concepts and skills arise. It is strongly urged that children who can use purposefully and effectively the arithmetical content located at their age or grade level be encouraged toward greater participation in other areas of their development, such as the arts, music, drama, poetry, science, library reading, crafts and the like, in lieu of more advanced arithmetical study.

The grade placement of content materials and the skills to be developed in later courses should place the emphasis upon the students' present and probable future interests and needs. Upon entering grade VII students are beginning to have much broader experiences and they are becoming more capable of deeper understanding.

The purpose of mathematical study in higher grades is to bring students to an understanding of the meaning and the significance of the concepts of: number, measurement, equation, formula, graph, table, function, operation, as being well established methods of studying quantitative relationships, and to develop skills in using these concepts for solving the problems of everyday living.

Vocational Education. The content of the vocational education courses is planned on the assumption that students have had many experiences during the years prior to enrolling in these classes that have prepared them for this instruction.

Home living or family life education experiences have been included in the program of each grade. Most frequently through social studies, science, art and health, pupils have had instruction in kinds and care of houses, foods, nutrition and gardening, home furnishings, different types of clothing, and family relationships. These make an interesting and worthwhile contribution to more intensive training offered in the upper grades of the twelve year program.

Interest in rural living and agriculture have been fostered through the study of gardens and food production, animal and plant life, country life and how people earn a living in rural areas and shops.

Shop activities, the study of the community workers, and how people earn their living can, and do, contribute to awakening interest in trade and industrial education and distributive education.

These experiences should be so planned by teachers and pupils that all activities are meaningful, both for the present and in preparation for more intensive training as students progress in the twelve year program. These experiences should be in proper balance with social, health, numbers and language skills throughout all grades.

Specific attention should be given to the dissemination of occupational information of community, the region, and the nation at some time previous to enrollment in special courses, whether vocational or non-vocational.

Home Economics. Home economics is that phase of education primarily concerned with the development and maintenance of satisfying home life through the building of desirable relationships within the family and its members, and the intelligent use of the resources essential to the well-being of the individual as a member of the family and community groups. This interpretation of education for homemaking is expressed in the principle underlying the three year high school program suggested herein: Sharing Home Life for the Fullest Possible Development of the Individual as a Member of the Family and the Making of Optimum Contribution to the Home and to the Community.

It includes the provision of food and clothing for the family, care and guidance of children, maintenance of health and home care of the sick, the management of all resources available to the home, maintenance of satisfactory family relationships, and the application of art, music and literature to the home.

While no course has been set up for boys, it is believed that this course of study offers many suggestions. Emphasis given any unit of work will depend upon the needs and interests of the class members and the type of the community.

Objectives for the High School Home Economics Program

To become acquainted with the needs and interests of the individual pupils, their homes, and the communities in which they live, as a basis for the planning and adapting the course of study.

To provide experience for the pupils which will promote their intelligent and independent solution of personal and home problems.

To use the home and personal experiences of the pupils as materials of instruction for enriching the homemaking course.

To measure the results of instruction in terms of pupil growth through observable evidences in the students and in their homes.

To guide the student:

1. As an individual:

- a. In understanding the contribution that homemaking training may make in setting up and attaining personal, social, home and vocational goals.

- b. In understanding the vital relation of beauty to everyday living through the discovery and use of the beautiful.
- c. In developing some basic judgment for planning and using one's own money, time, and energy.

Guidance. The function of the guidance program is to help the student reach his optimum development in relation to his own ability and in his relations with others. In order for this function to be performed, it is necessary for each teacher to know as much as possible about her children, and to be sensitive to their needs. In many cases, the teacher herself will be able to help the student; where special help is needed, she will know where to go to get it. It is the duty of the school and the community to provide such special help as may be needed.

Much confusion has resulted on the part of many persons who have failed to recognize a difference between guidance in learning situations and guidance as an organized service rendered by the school to its pupils. In the first instance, guidance is an important function of every teacher and is closely allied with good teaching. Considered as an organized staff service, guidance (particularly in the secondary school) may require the services of every member of the faculty in some capacity. Some may be called upon to do individual counseling, some to direct a follow-up study, some to conduct an occupational survey, some to direct the testing program, some to collect and organize occupational information and others to assume still further specific functions. While teachers may be called upon to take part, it does not mean, however, that guidance functions become synonymous with teaching or education. "Every staff member should realize that he has some responsibility for guidance and that he can do much to meet some pupils needs. Although every teacher and administrative officer should be encouraged to prepare himself for guidance work, the services of competent counselors should also be available."

OUTLINE BY YEARS—1 THROUGH 8

FIRST YEAR

Social Studies.* Around the School, the Home, the Neighborhood, and Seasonal and Holiday Activities, centers of interest can be integrated to give a meaningful year. All of the language arts, except the drill upon reading for mastery of skills, can grow out of, and contribute to, these interests. This is equally true for the science, the music, the health and physical education, the arts, and the number work.

Suggestions made in the more complete outline for the social studies give many more ideas for these integrating centers:

- A. *The School.* Name; rooms; the playground, provisions for protection from fire and accidents; duties of school workers; correct school health habits and safety rules (good food selection, etc.); care of school materials; care and beautification of school property.

*In each of these abbreviated outlines of a year's work the social studies are placed at the beginning. That is done so that suggestions for a more unified program may meet teachers at once. There is no reason why centers of interest should not come from fields other than the social studies. Sometimes they do, but the social studies seem especially rich in interests which call for an enriched background and which employ all other curriculum fields in providing this richer background.

- B. *The Home.* Some knowledge of the need for shelter; kinds of houses; cleanliness, orderliness, and beauty in the home; work of the members of the family; gardens; care of pets and plants; names, uses and furnishings of the different rooms; different types of clothing; safety and health in the home; thrift in the use of materials.
- C. *The Neighborhood.* Acquaintance through excursions with streets near the school; places to cross street; work of safety patrol; some knowledge about community workers in whom pupils are interested; getting to and from school.
- D. *Seasonal and Holiday Activities.* Many stories based upon holidays, community life, and important men and women should be read. Experiences should suit the six-seven year old child.

Teachers should find a challenge in those areas for centers of interest with strong flavors of the local communities. Rural communities, large city communities, all kinds of communities should be reflected in their peculiar essence in the local schools. Teachers who have more meaningful ideas should use them, being sure only to give the immediate environment of the child its chance, and its meaning.

Language Arts.

- A. *Oral language.* Speaking, or oral language, should have first place in this year, as in all primary years. Among the objectives listed are: to develop the ability and habit of talking in sentences (whole thought); to develop the ability to contribute to group experiences and the consequent enlargement of vocabulary; to inculcate and to develop an appreciation of good literature through story, poetry, and song. The child should be trained to listen attentively to the person talking and to take active part in group activities through conversation, conferences on the day's work in the classroom, and experiences of relieving and creating stories, poems, songs.
- B. *Written language.* Written expression is to be considered secondary to meaningful and growing abilities for oral expression. Here the teacher should develop in the child the ability to write his own name, to write signs and labels for materials, to copy simple letters composed by the grade, to write simple words needed, and to form letters correctly and write neatly (manuscript or cursive).
- C. *Reading.* Reading should be a vital part of each day's program. It should be the outgrowth of all natural activities and social situations in the classroom. The child should be surrounded by reading stimuli, such as signs, labeling of objects, his name on a locker, the bulletin board for pictures with words, phrases, and sentences written beneath, and records of committee duties, directions, greetings, rules and experiences. In addition to incidental reading there should be a daily directed reading period, using in sequence, experience charts, prepared charts, pre-primers, primers, and first readers. Readiness for reading should be stressed more than skill in reading, though both should be taught.

Refer to Publication No. 235 for thoroughgoing discussion of beginning reading.

Science. While science may be largely integrated with the centers of interest, it should include observations of weather; care of pets at school and at home; what we need to keep healthy; activities in autumn, winter, and spring (plants and animals); watching and caring for birds that live near us; observing sun, moon, and stars; and simple experiments with magnets.

Health and Safety Education. The program consists largely of daily guidance in healthful living, with particular emphasis on drinking milk, and eating vegetables, cleanliness—including brushing the teeth, washing the hands before eating and after going to the toilet—rest, sleep, safety in going to and from school, and keeping fingers or any articles not edible or sanitary out of mouth. The teacher should refer to the findings of the pre-school examination to assist her in determining and improving the health status of the child for the purpose of helping the individual and his parents solve any problems related to health and safety.

Physical Education. The suggested program as outlined in Publication No. 219 should be followed. A variety of activities is essential for child interest, growth and development. Thirty minutes per day is the minimum that should be devoted to such activities as story plays (p. 219), rhythmical activities (p. 83), hunting games (p. 104), mimetics and stunts (p. 109). See also pp. 55-57 for suggestions for "Planning the Program."

Art. Give experiences with clay, paints, crayons, chalk, wood, paper-cutting, and weaving. Encourage every child to express his thoughts and feelings. Encourage also independence in planning activities, choosing material and executing plans.

Music. Music is a part of all good centers of interest and of any joyful living in the classroom. Pupils like to sing, and teachers should provide the opportunity for them to know many easy songs which they can sing, to respond to various types of rhythm, etc. Reference to the more detailed outlines for music will suggest the richness possible in this field.

Mathematics. In mathematics the teacher should develop a number vocabulary: words denoting position and size, relating to common measurements, and concerning miscellaneous operations (how much, how many left, more). She should also develop number concepts: the serial idea of numbers by counting by 1's, 5's, and 10's to 100, and the group idea of numbers by exploring practical ways for finding sums and remainders with objects. The child should be taught to read and write numbers to 100.

SECOND YEAR

Social Studies. Out of the theme, *Living Together in Our Community*, emerge possibilities for units of work or centers of interest in connection with:

- A. *Community Helpers.* Farmer, milkman, grocer, postman, fireman, policeman, garageman, highway patrol, and other special helpers in local communities, with emphasis upon what the workers of the community do and the places in which they work.
- B. *County and City Communities.* How they differ, work and recreation in each.
- C. *Seasonal and Holiday Activities.* Experiences in connection with these should show advance upon similar first year activities.

Reading, oral and written expression, spelling, science, art, music, health and number all should receive impetus from these centers of interest.

Teachers may develop other centers of interest according to group needs, of course; but always there should be emphasis upon living together in *OUR* community, in order to develop community understanding.

Language Arts. There should be a great deal more oral than written work. Letter writing should form the greater part of the written work. All language work, both oral and written, should grow out of the children's real experiences. No textbook or workbook is needed—refer to the Course of Study, Publication No. 189. The teacher's task is to set the stage so that reading for pleasure and for information and for increased skill will be engaged in willingly and eagerly. The teaching of skills for reading—or for any of the language arts—should not be confined to the special period set aside for them but should be *undertaken* whenever and wherever the need is apparent.

- A. *Oral language.* The child should be taught to give orally two or three sentences about familiar experiences; to grow in ability to use new words relating to familiar experiences; to increase in ability to converse with a group to a point, in a clear distinct voice, and in turn. Help pupils to overcome speech defects and to attend to pronunciation of endings (s, ing, d).
- B. *Written language.* In written language teach the child to write two or three related sentences about a familiar topic with emphasis upon capitals, periods, question marks, and correct form; write a letter containing two or three sentences; capitalize and write I, Miss., Mr., Mrs., days of week, months of year, and special days as needed. Write in manuscript or cursive without help: own name, school, home address, telephone number and words as needed in their own compositions.
- C. *Reading.* In reading teach the child to use the Table of Contents; to become familiar with library usage. Explore ways to discover and learn new words: illustrations, context, initial sounds, phonics. During the first six weeks or two months have the child read easy material relating to activities, pre-primers, primers, and easy first readers. During the first half year have him read easy first readers and one or two more difficult ones. Read many easy supplementary readers as well as basal texts. Read library books of first and second grade levels—simple, easily read and enjoyed books.
- D. *Spelling.* In spelling the child should master words commonly used in reports and records of activities. He should master selected lists of words from the textbook—words actually needed by the child for his written work.

Science. In science observe seasonal changes as they affect life in the locality; some ways in which the moon, sun and stars help us; how baby plants and animals grow to be like parents; winds and water as workers; foods of man and animals; animals in aquariums and ponds; insects in our community (observe grasshoppers, houseflies, mosquitoes, caterpillars); protection of local wild flowers and trees.

Health and Safety Education. Guidance in the practice of good health and safety habits in the school and home should be continued. Emphasis should be placed on habits related to the right kinds of foods to eat, clothing (including handkerchief and its proper use), sleep, rest, out-of-door play, sanitary use of toilets, and safety. Safety in the home, at street crossings and at play should receive particular attention.

Physical Education. The program as outlined in Publication No. 219 (pp. 110-130) should be followed. A variety of activities such as rhythmic activities (p. 110), hunting games (p. 126), mimetics and stunts (p. 129), and story plays (p. 128) are essential to a well balanced program.

Art. In art continue skills begun in the first year with improved use of materials and tools, clay, wood, paper, paints, saw, hammer, brushes, scissors, looms, etc. Continue emphasis upon use of own ideas and upon development of eagerness for varied means of expression for them.

Music. In music the last suggestion contained in the larger outline, Publication No. 235, which should be consulted for technical matters, says, "Find increasing pleasure in all phases of music in the classroom, and enjoy quiet listening to beautiful music." A repertory of songs, two stanzas of America, feeling for rhythms, participation in rhythmic games and simple folk dances, knowledge of some of the common musical instruments (piano, violin, trumpet, flute, piccolo, drum—heard during listening lessons), and a few technical matters are mentioned in the larger outline.

Mathematics. In mathematics the teacher should continue the development of a number vocabulary and of number concepts in grouping objects. Have the child read numbers to 100 and write to 100. All number work should be done through use in real situations. Addition and subtraction: mastery of the basic combinations to 18. Develop the meaning of multiplication as a process and also the habit of checking all work. Extend and enrich the meaning of fractions as involving the simple idea of parts of wholes. Develop the use of common measures: tell time, read calendar correctly, thermometer (high and low), less than a pound, half-pound; more or less than a yard, foot, inch; changing money (value of cent, dime, nickel, quarter, half-dollar, dollar); more or less than a quart, pint, one-half pint, dozen, half-dozen; one-half, one-fourth. Have the child solve easy one-step problems that arise in connection with experiences and that do not demand processes and skills beyond those outlined for first and second years.

THIRD YEAR

Social Studies. Suggestions for the social studies contained in the tentative bulletin, Publication No. 235, set the stage immediately for centers of interest as a way of unifying the activities making the curriculum. Possible centers of interest based upon life in the immediate environment are: our food and how we get it; recreation, now and long ago; travel in our community, now and long ago; homes and houses, now and long ago. Valuable experiences can also be gained through interests centering especially in the long ago: Indians, pioneers in our community. There are, of course, many other equally valuable interests of today leading back into the long ago. Teachers should feel free to develop them. It is also suggested that seasonal and holiday activities furnish valuable leads for curriculum building and that they should be used only if we are sure that they represent an advance upon similar activities carried out in the first and second years.

The language arts, science, health, art, music, number—all enrich and clarify centers of interest. From these centers each of the fields which have just been mentioned will receive stimulation. Further exploration and study in any or all of the areas indicated can be carried on with assurance of meaning for them.

Language Arts.

- A. *Oral language.* The teacher should attempt to develop the following abilities: Speak to group with ease on a chosen familiar topic, following one point through; enlarge vocabulary; use correct speech forms and speak distinctly; and carry a definite message.
- B. *Written language.* Have the child learn to write a one paragraph story, four or five sentences on one point; learn story form (title, margin, indentation, place for name); learn correct letter form (friendly); fill in library cards; capitalize proper names, titles of books, and names of Divinity.
- C. *Reading.* Have the child learn to use chapter headings, titles and tables of content; read directions and instructions; find answers to questions; read for main points in the story or other selection; read silently with proper speed; read orally with ease and expression; seek independently for additional reading matter relating to activities; use library efficiently; show greater power in attacking new words; read basal text and many supplementary readers and library books of second and third grade levels.
- D. *Handwriting.* Have the child learn to write on line with normal-sized letters, manuscript or cursive; practice writing using correct position of body, head, and hand; achieve grade standard in writing text.
- E. *Spelling.* The child should master most words used in the grade and selected words from the text; spell in writing 300 words in general use.

Most of these language arts suggestions can be best accomplished if an integrated program (units of work, centers of interest or experience projects) is developed. More meaning will be secured if the texts are used to supplement and reinforce the integrated procedure than if texts are followed for each of the language arts areas.

Science. Teach such topics as: Effects of seasonal changes upon man's work, plants, animals, and insects; stars we see; air and water forms; work of water; sources of light and heat; magnetism; animals that live on land and in water; many kinds of insects; seeds and how they are scattered; and the work and human care for domestic animals. Some of these topics fit logically into an integrated program; many of them should be developed in a separate science period.

Health and Safety Education. Every phase of school life should be planned and utilized in such a manner as to develop sound health and safety habits. Emphasis is needed in establishing wholesome attitudes and habits in relation to foods that are especially nutritious, such as milk, green and yellow vegetables, whole wheat bread and whole grain cereals, eggs; clothing to protect from exposure causing colds; rest and sleep; daily outdoor play; cleanliness of hands, face, teeth, hair, body, clothes and shoes.

Physical Education. The graded program in Publication No. 219 (pp. 132-154) should be used as a guide in selecting activities from each of the types of activities—hunting games (p. 219), rhythmical activities (p. 132), relay races (p. 152), mimetics and stunts (pp. 151-153), and athletic games. Games of a lead-up type and modified athletic games should be given instead of the highly organized sports. Skills in activities should be encouraged and taught.

Art. In the arts program stress independence in planning activities, choosing material and carrying out plans; resourcefulness in finding material; growth in ability to evaluate own efforts. Develop skill in the use of the following materials and tools: clay—mixing and keeping moist, careful modeling; paints and brushes; crayons and chalk; wood, saw, hammer. All of this fits into centers of interest and every effort should be made to develop art experiences through meaningful situations.

Music. Music finds a place in the integrated program through songs which make the center of interest richer in background. For the most part the suggestions which are given call for a separate period for music. See the detailed tentative outline and the Course of Study in Music.

Mathematics. In mathematics these topics are suggested: develop additional number vocabulary; use money numbers; finish teaching all basic combinations in addition and teach column addition (two to four digits) with bridging of decades; finish teaching all basic combinations in addition and teach column addition (two to four digits) with bridging of decades; finish all subtraction combinations and teach borrowing; teach multiplication facts through 45, 5×9 , with reverses, and multiplication of numbers with two and three figures; division facts to 45 and employ long division method in dividing by single digit; extend the concept of whole-part relations; use understandingly the common measures begun in the third grade class; give the story of numbers.

FOURTH YEAR

Social Studies. For the fourth year, Selected Peoples of Other Lands is named as the main area from which social studies should be drawn. In the primary grades the children have studied about their own homes, neighborhoods and communities. In the fourth grade the study should be extended into a study of selected peoples of other lands. The regions chosen for study should be of different types in each of which the children can see the influence of the environment upon the lives of the people. The children should understand how the people live in each region and why they live as they do. When choosing the topics for study the teacher could include a hot land with little rain such as Egypt, a hot land with much rain such as the Congo Region, a mountainous land such as Switzerland, and a land far from the equator such as northern Norway. In addition to the types of regions suggested the teacher may select others which she considers typical. She may use those given in the State adopted textbook or she may choose her own. In each region they study, the children will be able to make comparisons with our ways of living and understand why other people live differently.

It seems unnecessary to show how one of these studies could call upon other fields of the curriculum for contributions. Certainly all oral language work ties into these studies, if they are done richly, and into other activities of the year.

Language Arts.

- A. *Oral language.* It should be the concern of the teacher that children should grow in the ability to talk well, following orderly sequence of ideas; to produce a more lively kind of talk; to enrich their language. Situations which stimulate oral language are: conversations relating to experiences, excursions, class meetings, group discussions of ways and means of carrying on activities.
- B. *Written language.* Have the child learn the letter form more thoroughly and write friendly letters often; address an envelope correctly; attend to capitals, commas, periods, and abbreviations needed in letters; write three or four paragraphs following correct sequence organization.
- C. *Reading.* Several types of reading should be taught; selecting data; making outlines; making paragraph headings; selecting main ideas; comprehending facts; following directions; organizing ideas; reproducing content; drawing conclusions; thinking independently. At least one of these should be stressed in each day's directed reading period. Attend to the vocabulary required in reading history, geography, science, etc. Use all helps in a book intelligently. Stress reading to an audience with class standards in mind. Emphasize phonetic attack on new words and the use of the dictionary for pronunciation and meaning. Emphasize silent reading with those groups which have mastered the necessary reading skills. Teach proper use of the library for pleasure and information.
- D. *Handwriting.* Insist upon legibility and proper speed for the grade level in handwriting. Develop a writing consciousness. Write legibly yourself and accept only the child's best effort.
- E. *Spelling.* A definite time should be set aside for spelling. Children should master the words they use and know the meaning of. Develop a spelling consciousness in all written work.

Science. The following topics should be taught: changes in land and water surfaces caused by wind, water, ice, plants; making of soil; reproduction and food of plants; social and community life of some insects and of man; how different animals care for their young; the sun and the moon and their effects on life; the life cycle of some insects; birds in our community most common to North Carolina; machines.

Health and Safety Education. Central theme: Safety Every Day. Habits of safety and health should be encouraged—safety in choice of foods, safety in play, clothing that protects, cleanliness for safety against disease, plenty of sleep and rest to safeguard health, exercise and play outdoors for growth and development as well as for joy. In this grade the simple and basic scientific facts regarding care of the teeth, skin, ears, lungs, hair, nose and the effect of alcohol, tobacco and narcotics should be presented.

Physical Education. A variety of activities such as athletic games, hunting games (p. 165), rhythmical activities (p. 154), relay races (p. 172), stunts and mimetics (p. 173) should be included in the program. See Publication No. 219 for graded suggestions. Active instruction by

the teacher is essential. Children do not learn new games without definite direction. For planning the program and organizing the class the teacher should refer to Part II of Publication No. 219.

Art. In art give work in design, drawing and painting; crafts and construction; and art appreciation. Many suggestions for this are given in the larger outline, Publication No. 235.

Music. The program in music calls for singing many songs with increasing appreciation of beautiful tone and interpretation. There are technical matters for which reference must be made to the larger outline.

Mathematics. Stress increasing the vocabulary of number (technical words relating to processes, words in comparisons, and abbreviations). Have the child read and write numbers to 10,000, limit, 1,000,000; Roman numerals I-XX, and others as needed. Emphasize the consistent use of money numbers in examples and problems. In addition and subtraction emphasize the meaning of the processes and practice to maintain mastery. Teach multiplication to 9×9 ; the process should be mastered with two and three figure multiplicands and multipliers. In division, emphasize process meaning, mastery of all division facts, use of one-place divisors and with remainders. Extend the meaning of fraction to cover more than one of several equal parts of a whole (denominators to 5 or 8, numerators more than 1). Extend the use of measurement: ounce; $\frac{1}{4}$ and $\frac{1}{2}$ yard; $\frac{1}{2}$ and $\frac{1}{4}$ dozen; minute; second. Confine problem solving to simple one-step problems except as the child or group demands two-step ones. Stress checking for accuracy in examples and problems. Continue the story of number.

FIFTH YEAR

Social Studies. Suggestions for this year may be carried out through adopted textbooks or supplementary references in United States History and Geography in order to give children an understanding of their American background and their present-day America.

There are admirable possibilities for carrying out this program in a more integrated way through centers of interest, such as: travel in the United States; communication; selected important products; people and places; and many others. All should emphasize present day development and its background, and refer constantly to the story of North Carolina as it contributes to the story of the center of interest.

The chief formal emphasis for content in social studies is to be upon Our United States and How It Came to Be. Individual approaches to giving this background should be encouraged and constantly experimented with in order to secure increasingly more effective results.

Language Arts.

- A. *Oral language.* Provide for making reports and taking part in discussions, emphasizing growth in vocabulary and in effective use of the voice.
- B. *Written language.* Help should be given in the mastery of the skills involved in reports of vital experiences, friendly letters, summaries, and simple outlines. Children should be taught to make a brief bibliography; to use the apostrophe in possessive and in contractions;

to use the question mark after a quotation that is a question; to use quotation marks in direct and broken quotations, to use a comma to separate a quotation from the remainder of the sentence; to use the hyphen in compound words and to show the break between syllables at the end of a line. Children should be taught to use the dictionary and a few reference books to find words and information—this means the use of the library and a constantly increasing meaningful vocabulary.

- C. *Reading.* Emphasize getting information related to definite topics. This should not be done to the exclusion of reading to keep up with current events, reading for recreation, and reading to raise appreciation of higher types of prose and poetry.
- D. *Handwriting.* Pupils should be expected to write legibly and with reasonable speed. They should begin the use of pen and ink in this grade.
- E. *Spelling.* Pupils should spell correctly words in common use and in texts according to their needs.

Note that all language arts skills can tie into any integrated approach, if that is desired, or that they may be taught in separate periods.

Science. Emphasize change of seasons, of earth growth; interdependence of plants and animals; changes in air pressure; local rocks, minerals, and trees—and then extend this into other localities in North Carolina. This too may be largely a part of an integrated program.

Health and Safety Education. Central theme: Doing Your Best for Health. Habits and practices that do most towards building good health should be emphasized—sleep, rest, food, out-of-door exercise or play, cleanliness, and harmful effects of alcohol and narcotics. The ways and means of doing the most to promote growth and development and to guard against the influences that are detrimental to health should be taught. In the routine experiences at school and in the planned activities the child should learn how to care for the eyes, ears, hair, hands, feet, and skin. See Publication No. 219 for suggestions relative to healthful school living (p. 20), health service (p. 20), and safety (p. 38). For more details see Publication No. 189.

Physical Education. A minimum of 30 minutes per day should be devoted to a planned, well organized and supervised program of activities including athletic games, hunting games (p. 190), rhythmical activities (p. 175), relay races, stunts, and self testing activities (p. 197), and some mimetics (p. 173). See Publication No. 219 for outline of activities (pp. 173-195). Athletic games are of particular interest to this age group; however, in the interest of all-round development a diversified program should be given.

Art. Continue experiences with paints, clay, and other materials. Strive for increased technical skill, and especially for participation by every pupil in art experiences of one kind or another.

Music. Sing folk and patriotic songs of the United States and North Carolina. See the outline for music for technical matters. The State adopted text may be followed.

Mathematics. Teach for mastery the fundamental processes in addition, subtraction, multiplication, and division of whole numbers. Begin to

teach the vocabulary relating to common fractions and start addition and subtraction of fractions with like denominators. Provide experience with simple decimals and measurements. Emphasize the technique for problem-solving and teach problems of one and two steps.

Guidance. Guidance is increasingly important as the children grow older. Are we beginning to know each child and his capacities and limitations? Are we helping children to understand the work of our country, state and community? Are we giving pupils all possible opportunities to develop worthwhile hobbies and to help with the work in classroom, school, and community?

SIXTH YEAR

Social Studies. How the Present Grew Out of the Past, a study of Europe, Asia, and other foreign lands, with emphasis upon our heritage of social practices, is the social studies area for this year from which many units of work can be drawn.

The purposes are: To provide an understanding of the contributions of all eras and periods of civilization to our life in America today; to understand the problems of making a living, of providing government, of religious worship, as experienced by our forefathers; to show how our food, clothing, architecture, language, social customs, etc., have developed through the years; to identify the geographic characteristics, the climate, the terrain, the crops, and the ways in which these affect the lives of present and former peoples; to have a better understanding of America as the "melting pot" by a study of the backgrounds, the temperaments, the cultures, the religions of European and Asiatic peoples; to provide a study of local customs and problems and their relationship to our heritage; to consider the labor disputes, racial prejudices, sectionalism and other "melting pot" problems in the light of our ancestral backgrounds.

Language Arts.

- A. *Oral language.* Continue to provide experiences and activities which afford opportunities for the pupil to express himself clearly to his group. Oral work should cause the child to show growth in organizing and making a report from main points and subheads in outline form, choosing words to give most exact meanings, speaking to the group with ease and expression, telling stories with emphasis upon sequence of events, and using the telephone courteously.
- B. *Written language.* The pupils should be given opportunities to show growth in the ability to write business and social letters; relate experiences (special attention to paragraph form); prepare announcements, advertisements, and directions; review or summarize books; fill in money order and coupon forms; make a bibliography; keep records and reports. The mechanics of language for emphasis are: Study nouns, simple and complete subjects and predicates; recognize and use the different kinds of sentences (classified as to use); strive for mastery of correct usage in capitals and marks of punctuation (listed for previous grades), verb forms with plural nouns, and form for all written work.
- C. *Reading.* Develop the attitudes of reading for a purpose: To draw valid conclusions, to locate pertinent data, to get main ideas, and to note details; use library—dictionary, encyclopedias, maps, anthologies, clipping files, card catalogs, and reference books. Develop mastery of the techniques of self-help in building a more effective reading vocabulary. Develop the ability to read orally to please an audience.

- D. *Handwriting.* Maintain handwriting standards in all written work. Attend to specific difficulties which any pupil has.
- E. *Spelling.* Have each child keep a list of misspelled words and strive to master these. Spell also from adopted text and from lists made from class activities. Develop the importance of correct spelling and the use of the dictionary.

Except for the technical mechanical suggestions, all of these aims can be best accomplished through the integrated program with emphasis upon drill for individuals and groups as needed.

Science. Develop the following topics: Weather and the weather bureau; nature's forces and changes in the earth's surface; our body needs; air; sound; light and the conservation of the human eye; electro-magnets; harmful and useful insects; conservation of plant life and forests.

Health and Safety. Central theme: Building Good Health. In addition to utilizing school situations and follow-up work of school physical examinations to secure correction of defects found, the program should include emphasis on health habits by teaching the functions of the body—digestion, the vascular system, the nervous system, the body defenses against disease, including immunization. Good eating habits may be emphasized by planning and cooking meals and safety by excursions to study and practice safety habits at street crossings, downtown districts, and railroad crossings. The harmful effects of alcohol and narcotics and tobacco should be taught from the standpoint of effect on body functions.

Physical Education. See Publication No. 219 for a graded program which includes the following: athletic games (p. 221), hunting games (p. 217), rhythmical activities (p. 200), relay races (p. 228), stunts and self-testing activities (p. 226), and mimetics (p. 173). The teacher should plan, organize, supervise, and instruct in several activities from the above types in order to give a balanced program. See Part II of Publication No. 219 for suggestions relative to organization.

Art. Continue to increase abilities in design, drawing and painting, crafts and construction, and art appreciation. See that each child participates in many forms of art. Provide actual situations whenever possible.

Music. Teach children to sing many songs. See Publication No. 235 for technical work. Develop some understanding of music of the middle ages—minstrels; dance forms from Europe and Asia and other lands; folk songs.

Mathematics. Opportunities should be provided for the mastery of the four fundamentals with whole numbers practiced through activities and projects; work in 3-digit multipliers and divisors; cancellation as a short process of division; read and write whole numbers, decimals, common fractions and mixed numbers needed in class experiences; teach simple equations, formulas, decimals—complete study; teach common fractions—complete study; measurement—denominate numbers, tables of (simple graphs read and made), find perimeters and areas of squares, rectangles, and triangles, study of the metric system; keep simple budgets and accounts; percentage, first case only; increase number vocabulary (selected words given in larger outline).

Guidance. Guidance is becoming very important by the time pupils reach this year. Individual capacities and limitations are well defined by this time. Much emphasis should be placed upon varied activities in the classroom and on hobbies. Give opportunity for participation in school and community work and for the exploration of job possibilities. Develop the concept of the work of the world in connection with our backgrounds.

SEVENTH YEAR

Social Studies. The central social studies theme is the study of the United States and its inter-relationships with neighboring lands. This should develop an understanding of how the Americas came to be settled; how they grew and developed into nations; how there is a relation between natural environment and the life of a people; how men are adapting themselves to the partial control of land, air, water, plants, and animals. It should help pupils to see that the American ideals are the results of the work of our forefathers and should develop an understanding of the common interest and dependence of the various American nations upon each other for raw materials and markets. This implies, of course, the study of the geography of the Americas. It is wise at all times to integrate geography and history. Stress the Good Neighbor Policy and all it means to North, Central, and South America.

Language Arts.

- A. *Oral language.* Stress an enlarged, colorful, exact vocabulary; correct individual errors in speech; speaking from notes and extensive outlines; observation of simple rules of order.
- B. *Written language.* Stress writing of business letters in acceptable form; make correct, extensive outlines, after research; use outline to write clear, meaningful paragraphs; keep records and scrapbook. Teach the following mechanics of language: comma to set off person addressed and introductory words; apostrophe for plurals of letters and figures; use of correct present and past tense forms, principal parts of verbs, auxiliary verbs; develop longer, more satisfactory sentences; develop compositions of three or more paragraphs.
- C. *Reading.* Provide opportunity for wide reading in many fields, using library for information and for pleasure. Compare points of view of many writers and take notes from reading for specific purposes. Prepare a bibliography and find material suggested in it. Use magazines and newspapers, current as well as those filed. Analyze and correct individual reading and study habits.
- D. *Handwriting.* Maintain handwriting skills; insist upon legibility. The quality of daily written work, and the results of tests given at the beginning of the year, should determine the program in handwriting to be followed above the sixth year. Pupils who fall below accepted standards should take remedial writing.
- E. *Spelling.* Emphasize abilities listed for previous grades; spell common abbreviations and homonyms; use synonyms.

Science. Use the following topics: Making our community safer through science—water supply, disease control, sanitation; the solar system and our universe; gravity; elements and compounds; balance in nature; science in industry; transportation and inventions to improve it; communication and inventions to improve it; conservation in our community, State and Nation.

Health and Safety Education. Central theme: Helping the Body In Its Work. The guidance program in daily health practices should be continued. The scientific facts with regard to the body needs should be emphasized: the right kind of foods, adequate sleep and rest, exercise and play, protection from disease and exposure, safety and the harmful effects of alcohol and narcotics. Also, emphasis should be placed on care of the eyes, ears, stomach, heart, and other organs and parts of the body that might be impaired by lack of care.

Physical Education. A variety of activities such as athletic games, hunting games, rhythmical activities, relay races, stunts, self-testing activities, and mimetics should be included in the program. See Publication No. 219, pp. 173-244, for outline of activities and description of games. For successful conduct of the activities supervision and instruction on the part of the teacher are essential. Team games should be given major attention in this grade; however, other types of activities should not be neglected.

Art. Continue the work suggested for the sixth year with increased skill and larger participation.

Music. Give opportunity for pupils to sing well and with enjoyment and artistic appreciation a repertory of songs of musical, literary, community, national and other worthy interests. Listen to good music with understanding and appreciation. Technical and other matters are discussed, or suggested, in Publication No. 235.

Mathematics. Mathematics provides practice in understanding and interpreting numerical quantity through practical work in reading and writing large numbers; additional practice to maintain standard of previous achievement in fundamental processes and to increase it when necessary; work in the practical application of decimals and related principles—percentage, all cases, simple interest, commission, profit and loss; measurement—denominate numbers continued, dates and periods of time, thermometers, angles, drawing and construction of basic figures, meters, ratio, and simple scale drawings; representations of statistical data—construct, read, and interpret simple bar, line, circle, and pictorial graphs; projects and activities—history of mathematics, business transactions and forms for simple budgets, bank accounts, money orders, distribution of family income; practice in practical efficiency in expressing number terms, in solving and stating practical problems, in developing problem formulas, in writing large numbers, etc.

Guidance. See Eighth Year.

EIGHTH YEAR

Social Studies. The central theme is to develop an understanding of the present and past problems which North Carolina is facing or has faced. Probably no single textbook will suffice. Geographical conditions, historical sequence, social and economic problems on the level of 14-16 year old experience and possibility for understanding should be included. Although textbooks in the geography and history of the State will be used often, the work for the year should be organized around big problems

having significance for eighth year pupils, and many reference books should be assembled. (State Department of Public Instruction Publication No. 217 has many suggestions.)

Suggested large topics which may be developed into stimulating centers of child interest: How people make a living in North Carolina; handicrafts and hobbies in our State; raw materials and manufactured products in North Carolina; people of North Carolina and how they came here; dramatic incidents in our State's history; geographic conditions which affect life in the State; men and women who have contributed to our State; young people and their opportunities in the State; cities, houses, schools, churches, and roads in our State; dependence of North Carolina upon other areas.

Make frequent use of maps of the State, the United States, Southern Regions and the World. Organize the work around large topics—by trips, collections, constructive and dramatic work, readings, maps, charts. Make North Carolina a living challenge to the pupils who live in it.

Language Arts.

- A. *Oral language.* Provide practice in social conversation, use of the telephone, interviews with employers and specialists in various fields of learning, use of simple parliamentary procedure and in giving and accepting criticism. Work upon correction of individual errors in speech.
- B. *Written language.* Place particular emphasis on the friendly letter, business letter, letter of application, letter of invitation, correct form and use of outline, labels and bulletins, story form, book reviews, and all kinds of summarizations. Stress writing of paragraphs free from sentence fragments and run-on sentences. Stress several types of composition, such as writing plays, radio scripts, etc. Emphasize note taking and making outlines. Provide practice in the following mechanics: longer simple sentences and complex sentences; paragraph building from topic sentence by details, comparison and results, and cause and effect; strive to master mechanics listed under speech technique, vocabulary, use of dictionary, manuscript form, usage, capitalization and punctuation (in the basal text).
- C. *Reading.* Include a definite period in the daily program for reading instruction for those who need it. Develop ability to use library and library materials for information and recreation, including knowledge of library regulations; arrangement of materials; principle of Dewey decimal classification system; use of the card catalog; use of dictionaries; use of encyclopedias; use of special reference books, such as *World Almanac*, atlases, indexes to quotations, biographical dictionaries, and the like; use of table of contents and index of books; use of pamphlet and clipping file, preparation and use of simple bibliographies. Establish habits of research. Practice discrimination in choice of books. Provide time for leisure reading. Analyze and improve reading and study habits whenever the need appears.
- D. *Handwriting.* Insist upon legible handwriting in all written work. Special attention to individual pupils may be necessary.
- E. *Spelling.* Stress increasing ability to use words and to spell those required in written work. Emphasize spelling "consciousness" and "conscience."

Science. Use the following topics: Study of scientists and their contributions; science in relation to the individual's physical and mental development; alcohol and habit forming drugs; development of the scientific attitude (superstitions, misconceptions, and quackery); science to interpret cause and effect in changes in the earth's formation, climate, tempera-

ture, hurricane areas, and special production areas; adaptation by plants and animals; electricity in the home.

Health and Safety Education. Central theme: Living Healthfully in Homes of North Carolina. The following are worthy of consideration: proper housing; protection of food, water and milk supplies inside and outside of the home; adequate nutrition (care and preparation of food in the home, planning meals and buying for them, food fads); effects of alcohol, narcotic drugs and patent medicines; home, school and community sanitation; protection against and control of communicable diseases; first aid and safety; available local, State and Federal health services.

Physical Education. The program set up in Publication No. 219 for this grade was included in the high school section, Part IV. The "Core Program" and the "Elective Program" will be found on page 260. A description of many suitable eighth year activities will be found in the section set up for the seventh year. As in the other elementary grades the program should include a variety of activities—athletic games, rhythmical activities, stunts, self-testing activities, relay races, hunting games, etc. More definite suggestions and descriptions of activities may be found in PHYSICAL EDUCATION IN ELEMENTARY SCHOOLS, Neilson and Van Hagen. (A. S. Barnes.) Price \$1.55 from the North Carolina School Book Depository, Raleigh, N. C.

Art. Continue work in design, drawing, and painting, crafts and construction, and art appreciation on increasingly higher levels for both individuals and the whole group.

Music. Demonstrate the music outlined for the seventh grade (See basal text for the seventh grade and State Publication No. 206, and the new Music Curriculum Bulletin). Create and write songs and melodies. Express music through simple courses in applied or instrumental music. Correlate the learnings in music with other curricular activities. This is obvious for physical education—folk dancing, natural dancing, pageantry, singing games, gymnastic activities, and often in athletic training. In the social studies the pupils can be helped to become vividly conscious of the customs, emotions, and aspirations of other peoples through their folk songs and dances.

Mathematics. Consider these areas: Understanding and interpreting numerical quantity and the language of arithmetic; continued practice of the fundamental processes through challenging activities—fraction, decimal and percentage equivalents—uses of percentage—kinds of insurance—taxes—installment buying, rate—practical home and school business affairs, banking, budgeting, compensation, securities, and checking problems—approximation to answers; measurements, denominate numbers, square and cubic measures for volume and area, diameter and radius, areas and perimeters of triangles, rectangles, etc., area of surface and volume of cubes, cylinders, cones, spheres; how to square numbers and extract square root; construction of geometric designs and patterns; drawing to scale when needed; metric system of weights and measures; formulas; graphic representation of everyday statistical data; miscellaneous activities for fun, interest, and skill; learning the vocabulary of arithmetic; checking for personal efficiency.

Guidance. Guidance has become so important in this year that you are urged to secure Publication No. 235 and read all it has to say about the subject. (See particularly suggestions for the eighth year.)

HIGH SCHOOL PROGRAM—YEARS 9-12

The high school program for grades 9-12 as set up by the Central Curriculum Committee is essentially the program formerly followed in grades 8-11 in eleven year systems. The eighth grade, heretofore regarded as the first year of high school, is regarded as the last year of the elementary program (or the second year of junior high school) in the twelve year program.

To get a complete picture of the work in any subject in the high school it will be necessary to refer to Publication No. 189 or to Publication No. 235; the former gives the detailed program generally in effect since 1935 and the latter indicates revisions suggested as a result of the Twelve Year Program Study.

Because the program of studies in the high school varies according to localities and according to the electives chosen by students, an exact program for a particular school or pupil cannot be satisfactorily set up year by year. The outline given below for the last four years of the twelve year program indicates the general scope of course offerings for each grade.

NINTH YEAR

- I. SOCIAL STUDIES—
Citizenship: Living Together in Our Democracy.
- II. LANGUAGE ARTS—
 - 1. English—Language and Literature; Reading and How to Study.
 - 2. Foreign Language—Elective: Latin, French, Spanish.
- III. SCIENCE—General Science.
- IV. HEALTH AND PHYSICAL EDUCATION—Publication No. 219, and State adopted texts.
- V. ART—Course of Study bulletin in preparation.
- VI. MUSIC—Course of Study bulletin in preparation.
- VII. VOCATIONAL EDUCATION—
 - 1. Agriculture
 - 2. Home Economics
 - 3. Business Education
 - 4. Trade and Industrial Education
 - 5. Industrial Arts
- VIII. MATHEMATICS—General Mathematics or Algebra.
- IX. GUIDANCE.

TENTH YEAR

- I. SOCIAL STUDIES—
World History—Historical Foundations of Modern World Problems.
- II. LANGUAGE ARTS—
 - 1. English—Language and Literature.
 - 2. Foreign Language—Elective: Latin, French, Spanish.
- III. SCIENCE—Biology.
- IV. HEALTH AND PHYSICAL EDUCATION—Publication No. 219.
- V. ART—Course of Study bulletin in preparation.

- VI. MUSIC—Course of Study bulletin in preparation.
- VII. VOCATIONAL EDUCATION—
 - 1. Agriculture
 - 2. Home Economics
 - 3. Business Education
 - 4. Trade and Industrial Education
 - 5. Industrial Arts
- VIII. MATHEMATICS—General Mathematics or Algebra.
- IX. GUIDANCE.

ELEVENTH YEAR

- I. SOCIAL STUDIES—
 - American History—Historical Development of American Life and Democracy.
- II. LANGUAGE ARTS—
 - 1. English—Language and Literature.
 - 2. Foreign Language—Elective: Latin, French, Spanish.
- III. SCIENCE—Chemistry or Physics.
- IV. HEALTH AND PHYSICAL EDUCATION—Publication No. 219.
- V. ART—Course of Study bulletin in preparation.
- VI. MUSIC—Course of Study bulletin in preparation.
- VII. VOCATIONAL EDUCATION—
 - 1. Agriculture
 - 2. Home Economics
 - 3. Business Education
 - 4. Trade and Industrial Education
 - 5. Industrial Arts
- VIII. MATHEMATICS—Plane Geometry or Course in Integrated Geometry.
- IX. GUIDANCE.

TWELFTH YEAR

- I. SOCIAL STUDIES—
 - Modern Problems—Social, Economic and Political—Their Implications for Community, State, Nation and World.
- II. LANGUAGE ARTS—
 - 1. English—Language and Literature.
 - 2. Foreign Language—Elective: Latin, French, Spanish.
- III. SCIENCE—Physics or Chemistry.
- IV. HEALTH AND PHYSICAL EDUCATION—Publication No. 219.
- V. ART—Course of Study bulletin in preparation.
- VI. MUSIC—Course of Study bulletin in preparation.
- VII. VOCATIONAL EDUCATION—
 - 1. Agriculture
 - 2. Home Economics
 - 3. Business Education
 - 4. Trade and Industrial Education
 - 5. Industrial Arts
- VIII. MATHEMATICS—
 - Solid Geometry; Trigonometry; Algebra; Business Arithmetic.
- IX. GUIDANCE.

NOTE: For suggestions relative to Dramatics, Journalism, Speech and Creative Writing, see Handbook for Elementary and Secondary Schools, 1938, and Publication No. 189.

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